

【原著】

Utilizing Pre- and Post-assessments in an EFL Classroom II: Effects of Spoken Production Assessments on Student Confidence and Motivation

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外国語としての英語 [EFL] 授業における事前評価テストと事後評価テストの利用Ⅱ
——学生の自信と意欲に及ぼす口頭練習の評価の影響——

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Abstract

This second paper covers the authors' action research during the fall semester of 2017, and the following 2018 spring semester, with a new cohort of students. The continued focus is on how to best use pre- and post-assessments to improve EFL student confidence and motivation. The major difference between stage one and stage two is a shift from grammar/vocabulary assessments to spoken production assessments and the increased amount of feedback both from the authors and peers. The research data consists of surveys and focus groups.

1) Introduction

This project explores the effects of pre- and post-assessments in the form of Recorded Speaking Practice (RSP) on confidence and motivation levels of English language learners. The RSP was administered at the beginning and end of instructional units with both teacher and peer feedback. The authors' reason for continuing to use the pre- and post-assessment model is based on the notion that learners come with their own past experiences, beliefs, and learning needs, thus it is crucial to gauge each learner's starting point prior to beginning instruction. As instruction is carried out, the learner must have opportunities to practice and internalize the content. Additionally, feedback and reflection is necessary throughout the learning process so that students can continue to improve their skills. John Hattie (2012) states that for effective feedback, "teachers must have a good understanding of where the students are, and where they are meant to be—and the more transparent they make this status for the students, the more students can help to get themselves from the points at which they are to the success points, and thus enjoy the fruits of feedback" (p. 129). Accordingly, the authors provided extensive feedback to each student after both their pre- and post-assessments.

2) Student Background

A total of 36 first-year university students made up the stage two cohort taking part in this study during the spring 2018 semester. These 36 students had an average TOEIC score for listening and reading of 338. However, as with any class, the variation is wide, the lowest score being 205 points and the highest being 550. Additionally, there were 20 first-year university students in the stage one cohort, who acted as the initial execution of Recorded Speaking Practice in the prior fall semester. The feedback from these 20 students, in the form of surveys and focus groups, guided the authors to make some procedural changes. These points are briefly described in the methodology portion of this paper. However, the majority of the study focuses on the stage two cohort of 36 students and their outcomes.

3) Literature Review

The literature review for this study is an ongoing process, through which the authors continue to find additional materials that challenge their original thinking and will require attention in future stages. Thus, the latter part of this section addresses some new materials that have influenced the authors' thinking, though they may not have been able to address them in this current stage.

3A) Feedback

In focus groups conducted at the end of the stage one study, the authors found that students reported direct feedback from the teachers to be more meaningful than a score through comments such as, "the teacher's comments are much more important than the grades."¹ Therefore, a new grading rubric was designed which removed numerical scores and only provided feedback. There is countless research on the importance of feedback. Even the students in the focus group made comments validating the importance of their teacher's comments, "I think teacher's feedback is important because teachers give us corrections and advice. So, we can use the advice after class." as well as, "teacher feedback encouraged me to study English." This became reciprocal positive feedback for the authors, proving their feedback methods sound. However, as the discussion among researchers expands, the definition of feedback has also become more varied. Hattie (2012) notes four levels of feedback with the first three building upon the next: Task and Product Level, Process Level, Self-Regulation or Conditional Level, and Self Level. Task and product feedback is the most common in classrooms and specifically points to error correction or increasing knowledge. As the name implies, process level feedback develops the learner's, "processes used to create the product or to complete the task" (p. 134). Hattie additionally states this process level feedback, "can assist in improving task confidence and self-efficiency, which in turn provides resources for more effective and innovative information and strategy searching" (p. 134). Hattie mentions praise in the section on self level feedback, and the possible negative repercussions of praise administered improperly, leading the authors to question

1 Students signed a consent form allowing the authors to use any data gathered for this study.

their feedback methods. However, Skipper and Douglas (2012) in a study conducted on university students found that their “levels of persistence were not affected by the type of feedback they had received” (p. 334). Additionally, they found that when faced with failure, university students reacted better when having received process feedback rather than person feedback: “while praising university students in process terms provides more favourable outcomes than person praise, the positive effects of process praise may contribute little more than objective performance feedback” (p. 335). Shepard (as cited in Chappuis, 2015) concurs that, “a significant factor differentiating feedback that led to greater achievement from feedback that worsened achievement was whether it focused students’ attention on the self or on learning-centric features of their work” (p. 94). The authors decided, all things being equal between having praise or not, to continue to use praise but make sure to direct it at process while avoiding directing it at the person. This praise is included in both task and product level, and process level feedback. However, insofar as Skipper and Douglas focused on student perceived performance, affect, and persistence, the authors of this study began to review the focus on confidence and motivation mid-semester. The findings of which are also included in the literature review below. (section 3C) Confidence and Motivation)

3B) Collaborative Pair Work

The focus groups from the stage one cohort revealed a desire for more opportunities to practice the speaking prompts, “The first and last recordings with feedback is good, but I want more time to practice in the middle.” One student thought the time lag between the pre- and post-assessments was too long, “I go through all the effort to correct myself, but then, there is so much time before the post-assessment that I forget everything.” So, the authors considered how to increase speaking time with the stage two cohort. Several students in the stage one focus groups commented that pair work would be more motivational for them. “It had no motivational effect because we are talking to ourselves. If we were talking to a friend, then we would want to say more.” Such comments led the authors to consider pair work. Chappuis (2015) added weight to this notion stating “providing students with opportunities for a combination of peer feedback and self-assessment can cause them to achieve at significantly higher levels, without more instruction. This combination is especially beneficial to special education students and low-achieving students, the populations we might think are least prepared to offer and receive peer feedback or to self-assess” (p. 149). The authors were still concerned regarding the ability of students of lower levels being able to provide proper feedback. However, Brown (2007) makes a distinction between two similar terms used in English language classrooms, “collaborate” and “cooperate” based on student ability—wherein he finishes by citing Oxford. “In cooperative learning models, a group learning activity is dependent on the socially structured exchange of information between the learners. In collaborative learning the learner engages ‘with more capable others (teachers, advanced peers, etc.) who provide assistance and guidance” (p. 53). While both pairings are beneficial for students, this study used the collaborative approach due to the variety of English ability levels in the class, as well as detailed teacher feedback. Likewise, White and Frederiksen (as cited in Chappuis, 2015) found that grouping students of mixed ability levels together and engaging in what they call “Reflective Assessment” had a positive effect especially on lower ability students. “Reflective Assessment” uses both self-assessment and peer feedback. The grouping can

consist of both “high achieving and low achieving” students. “Thus, this approach has the valuable effect of reducing the educational disadvantage of low achieving students while also being beneficial for high-achieving students” (p. 149) Thus, pair work was added to stage two of this study.

3C) Confidence and Motivation

The authors acknowledge a need for more consideration on how to assess confidence and motivation. The following represents their further research on the topic, and the direction that future literature reviews may take. For stage two of this study student self-reporting was relied on for measuring both confidence in speaking English as well as motivation to study English. However, this seemed to yield unsatisfactory results—expanded upon in the Outcomes section. Bandura (1993) uses the term “perceived self-efficacy” or “self-efficacy beliefs” in a way synonymous with confidence and explains how it can affect motivation. “Self-efficacy beliefs contribute to motivation in several ways: They determine the goals people set for themselves, how much effort they expend, how long they persevere in the face of difficulties, and their resilience to failures” (p. 131). Chappuis (2015) further distinguishes self-efficiency as a student’s, “belief that effort can lead to success.” She cautions that if students are confused about feedback or the actions they must take, “it can undermine their sense of self-efficiency” (p. 100) The authors hope to find ways to assess student resilience in future studies as it may assist in understanding how to increase student grit toward studying English. This appeared to be a trait lacking in some of the lower-level students, who failed to complete some of the RSP work. Perhaps, these students are what Deci and Ryan (as cited in Vallerand and Bissonnette, 1992) termed amotivational.

Individuals are amotivated when they perceive a lack of contingency between their behavior and outcomes. There is an experience of incompetence and lack of control. Amotivated behaviors are neither intrinsically nor extrinsically motivated: They are nonmotivated. There are no rewards (intrinsic or extrinsic) and participation in the activity will eventually cease. Amotivated behaviors are the least self-determined because there is no sense of purpose and no expectation of reward or of the possibility of changing the course of events (p. 602).

Finding solutions to amotivation would be a boon for students and teachers alike. Vallerand and Bissonnette also compile information from Deci, Ryan and their colleagues to identify “four types of extrinsic motivation which can be ordered along a self-determination continuum. From lower to higher levels of self-determination, they are (a) external, (b) introjected, (c) identified, and (d) integrated regulation” (p. 600). This is a promising avenue of research in this study.

4) Methods

In the 2017 fall semester, based on the stage one cohort feedback for more speaking practice time in class, and the communicative nature of the English Communication class, the pre- and post-assessments were changed from a grammar/vocabulary focus to student spoken production. The stage one cohort of 20 students piloted the new direction, providing valuable feedback for

further changes for the 2018 academic year. This section explains the procedures during that subsequent semester. Additionally, some modifications deemed important to the study are also explained, however, a complete list of modifications would simply become a belabored account of fits and starts.

4A) Terminology

The authors observed some confusion among the stage one students regarding wording, and so decided to simplify certain terminology. Originally, the speaking practice was called “Spoken Production” based on CEFR guidelines. However, students were unclear on the meaning of Spoken Production. This led to a temporary shift in the opposite direction of too simplified—“Speaking Practice”. It was then determined to be too vague a term that could refer to any speaking done in class, from lesson warm-up pair work to presentations. So, the authors decided upon “Recorded Speaking Practice” (RSP) so as to be understood by the students to only mean the speaking practice done for the pre- and post-assessment. Likewise, these three terms turned out to be problematic as well. Accordingly, when referring to the pre and post aspects of the RSP the authors used first and last and for the word assessment, having been mistaken as a test by students, they substituted the actual activity engaged in, e.g. either recording or writing. Thus, clarity and understanding were achieved through “RSP First Recording” or “RSP Last Writing,” and the like. Such simple and small changes may seem pedantic, but the authors feel that the clarity and understanding gained is worth the effort and would recommend others educators engaged in teaching English language learners to consider and periodically check terminology with students to ensure parity.

4B) Rubric

To allow students to observe improvements in their output, the RSP Rubric (appendix) was created for both the students and authors to indicate performance on RSP First Recordings and RSP Last Recordings. Students were to input the number of words spoken both times, which increased for the majority of the students. The authors hoped that this simple indication of improvement would give students more confidence as they continued through the project. The rubric then had scales for the students to rate their ability to (1) have an acceptable introduction and conclusion, (2) say each of the six topics on the speaking prompt provided, (3) say acceptable details for each of the six topics. The concept of “acceptable” for introductions, conclusions and details was explained in the training session at the beginning of the semester. (section 4C) Training) Two additional scales were included at the bottom of the rubric for instructor use only, in which the authors indicated grammatical and pronunciation/intonation correctness—two categories the authors felt students could not subjectively rate themselves on. When designing rubrics Chappuis (2012) recommends, “rubrics that use descriptive, rather than evaluative or quantitative, language generally do a far better job of yielding diagnostic information” (p. 52). However, due to the English language learning needs of the students in this study, the authors chose simplicity for the base rubric and supplemented by providing written feedback in addition to the rubric. (section 4E) Teacher Feedback and Corrections)

4C) Training

A training session was conducted in the class prior to the first recording. Comments from the stage one focus group sessions revealed that some of the concepts behind the RSP project were not adequately explained. Accordingly, the authors dedicated a full, ninety-minute class for RSP training with the stage two cohort. Using both English and the students' native language the authors explained the project's ultimate goal of giving students a chance to perform the same speaking task twice to allow them to track their progress. Moreover, it was possible to demonstrate the technical procedures used for recording and sharing information by way of IOS and apps. The training had students working in groups of four to five to analyze and discuss four example scripts using the RSP rubric. This was based on the recommendation by Chappuis to show, "samples illustrating a range of quality to teach students to differentiate what it looks like when it's done well and what it looks like when it has weaknesses" (2015, pp. 71–72). Thus, students could see how to avoid common mistakes, in addition to having a deeper understanding of the RSP Rubric. Additionally, this time allowed the authors to provide students with clearly defined aims from the beginning with the goal of giving students a clearer idea of performance expectations. Shunk (as cited in Hattie, 2012) found that if goals are clearly communicated prior to instruction, "students have higher confidence that they can attain them. Their confidence grows as they make progress in skill acquisitions, and their confidence thus helps to sustain motivation and skilful performance" (p. 51).

4D) Recording and Writing

For each unit of the Recorded Spoken Production (RSP), students performed the following. First, they were supplied a handout with six prompts, which were based on content to be covered during the unit of instruction—the RSP Questions Prompts sheet. (appendix) They were instructed to take two minutes to think about the prompts, immediately after which they had two minutes to record a speech which should include the following elements: an introduction and conclusion; one sentence for each of the six topics; and one or more detail sentences in support of each topic. These support sentences were simply called "details," as this was the easiest terminology, with the broadest implications the authors could devise to include additional information, examples or clarification of the topics. Overall, this process only took five to seven minutes of class time. Next, as homework, students listened to their recordings and wrote a transcript, which they shared with the authors digitally. Students were then to indicate their word count and rate their ability to perform in three elements: Introduction/Conclusion, Topics and Details on the RSP Rubric (section 4B and appendix). The last section of the Rubric has a comment box into which students were to write general comments about their performance on their first attempt on the RSP for that unit. Although students were encouraged to write in English, Japanese was also accepted by the authors to accommodate for lower-English-ability students. However, few students used this option. The decision to require the learner to self-reflect prior to teacher feedback was deliberate. Crooks (as cited in Chappuis, 2015) "suggests that students will respond more positively to feedback if we first ask them to describe what they have done, where they think they have succeeded, and where they think they have not" (p. 146).

4E) Teacher Feedback and Corrections

The authors reviewed the student RSP Writing, while listening to their RSP Recording to check pronunciation and more importantly confirm the transcript contained what the student actually said. This was an important step, as several students wrote what they think they should have said rather than transcribing what they had indeed said in class. However, once the reasoning behind the need for writing a correct transcript was explained—namely the ability to see improvement—this tendency to write an idealized transcript was almost entirely corrected.

The order of execution for conducting teacher feedback after listening and ensuring transcript validity was as follows: (1) on the transcript, highlight the introduction and conclusion statements in blue, each topic in red and the details in orange. Thus, it was easier for students to understand the authors' expectations for them to include all three elements in their speeches. (2) mark student performance on the same RSP Rubric used by the students using a different color. The details of this rubric are covered in section 4B) Rubric. (3) use a corrections guide used in the stage two cohort's writing class, to indicate grammar and spelling corrections for the student to make in a subsequent rewrite. (4F) Student Rewrites and Reflections) (4) write a combination of task and product level, and process level feedback on the RSP Teachers Feedback sheet (appendix), which has separate rows for each aspect of the student RSP Rubric: word count, introduction and conclusion, topics, details, grammar, and pronunciation. This form allows for the authors to give process level feedback directed at each specific criterion. Due to the clear expectations regarding the need to speak as many words as possible, provide an introduction and conclusion, address all six topics, and have one or more detail sentences for each topic, it was possible to specifically comment on a student's output, for the first four feedback slots as well as include process level praise. In the grammar row the authors praised correct usage and offered specific tips for improvement. Within the pronunciation row the authors pointed out specific pronunciation errors for correction as well as general intonation tips. Additionally, the top portion of this feedback form supplied a series of feedback checkboxes, from which the authors chose one or two items to indicate what the student did well, and a recommendation as to what the student should try to improve. This design was so that students of various English abilities could complete the reflection form using this language. The authors assumed that the simple wording in these feedback checkboxes would serve an important role of providing students with scaffolded language to use in their student reflections. (section 5C) Feedback Checkboxes)

4F) Student Rewrites and Reflections

Once the author's written feedback and highlighted corrections were provided, students were to read and rewrite, attempting to correct the errors as well as include elements that were lacking in the original writing. Whenever possible and depending on the student's ability, the authors avoided providing specific phrasings for the corrections and instead provided hints so that the students could complete the task using their own words. Once these steps were done, the students were to fill out the RSP Reflection Sheet. (appendix) Students could use either the feedback comments from their instructor, or the comments from the feedback checkboxes above the written feedback to fill in two boxes: one indicating things the author said they had done well and the other areas they could improve on. Then, the students reflected and filled in two additional

boxes: one indicating something they perceived they did well and the other something they could improve. Below these four boxes, the students were to write a goal and then choose from a series of items with feedback checkboxes, which correspond to the feedback checkboxes at the top of the author's feedback form, one or two items they would work on during the unit to help to reach the goal.

4G) RSP Pair Work

Based on the results of the focus group from the stage one cohort, Recorded Speaking Practice pair work was added to the process. The following section explains pair work in RSP.

Twice during a unit, students were placed in randomized pairs to perform RSP pair work. Similar to the First Recording and Writing, students viewed the RSP Questions Prompts sheet (appendix) and were given two minutes to mentally plan how they would address the six prompts. This planning took place either individually or cooperatively where pairs could discuss in English or their native language. Then, they were given four minutes to talk about the prompts together, while recording their conversation. Although the authors had indicated that students should speak as a dialogue, some students simply produced a face-to-face monologue. This was found among students with lower English ability who could not perform the necessary give-and-take techniques common in conversations. Nevertheless, as they were actively engaged in speaking and listening, the authors simply noted this and before the next round of RSP pair work indicated that the students should speak in a dialogue format, especially as it would aid them in the performing the final goal of paired speaking on the speaking test given at the end of the term. Nevertheless, some lower level students continued with the monologue. The entire process took approximately seven to ten minutes of class time. Students were to listen to their conversation as homework and write partner feedback and a self-reflection on a RSP Pair Work sheet (appendix). Individually students were to indicate one thing that they felt they did well and one thing they could improve upon. Likewise, they were to indicate the same for their partner. In the following class, students sat in the same pairs and shared their feedback, after which, they were to finish the sentence "I will practice..." in order to consciously direct their efforts toward some aspect of concrete improvement.

4H) Last Recording and Writing

At the end of the unit, students repeated all the parts of the First Recording and Writing—from recording through to reflecting, which contained one extra reflection prompt where students were to finish the sentence, "I want to improve..." Readers should note that because of the limited English level of some students, sentence completion prompts were often completed by the students ungrammatically, however, the authors did not attempt to correct them.

4I) Confidence and Motivation

To understand how the RSP influenced students' confidence and motivation, three methods were used. First, students were asked to reflect on their performance after each recording as well as reflect on their partner's performance after the pair work recordings. They were instructed that they could use the wording from feedback checkboxes provided on the top of the teachers'

feedback form, or from the teachers' feedback itself, or their own wording, but that they should try to write in English. The results of this can be found in section 5C) Feedback Checkboxes. Second, at the end of the term the students were given a survey to gauge their self-reported confidence and motivation based on a four-point Likert scale. Moreover, after each question, students were directed to explain the reason for their answer. This was to make the students consider more deeply about each answer as well as give the authors a more nuanced understanding of said answer. Third, in groups of four or five, the students discussed seven questions in focus groups. (section 5D) Focus Groups) Naturally, because of the free-form answer format, the data is more qualitative than quantitative, and also required much more work on the part of the authors. Nevertheless, a better nuanced understanding is much more meaningful than just points on a scale, so the time appeared to have been worth the understanding gleaned.

4J) Non-scored Assessments

As noted in stage one of this study, the authors decided to adhere to the "notion that 'penalty-free practice' will have a positive overall effect on student confidence through self-awareness" (Rose & Nevitt, 2017, p. 23). However, to ensure students could accept the non-graded nature of the project, the stage one cohort students were asked: "How did you feel about RSP work not being graded?" As quoted in section 3A) Feedback, the students valued feedback over grades. Additionally, exchanges such as these were recorded:

Student A: "If it was graded, I would just memorize it and it would be just like one of our presentations."

Student B: "When speaking with a foreigner in real life, you wouldn't have time to just remember what you want to say."

Student A: "Exactly. So, if it were part of our grades, we would simply practice it."

Student B: "True. So, grading it would probably be a bad idea."

Student A: "Because it was not part of our grades, it probably helped us to talk better."

And

Student A: "We don't need it included [in our grades] because after all we have a speaking test at the end."

Student B: "Oh yeah. That's right. So, this was just practice. Good."

This second exchange mirrors Chappuis (2015),

There are a number of arguments for why we should not grade practice work, but I believe the strongest arguments are that (1) it harms learning and (2) it misrepresents the final level of achievement. If the assignment is the last one students will do to show level of mastery, on the learning target, then by all means grade it. If it isn't, then consider using the information formatively (p. 253).

Thus, the authors continued to only supply feedback to increase student awareness of their ability and did not grade any aspect of the RSP based on performance. However, several students in the stage one focus groups did lament not receiving any acknowledgement in their grades for all of their efforts during the RSP. Therefore, the authors decided to dedicate 10% of the students' total participation grade towards each student's work completing the RSP. Thus, by simply completing the all the work by deadline, regardless of ability, students could ensure 10% of their term grade. The authors do however recognize the laborious nature of the RSP for both student and teacher. Therefore, in the next stage, the authors are considering having students track time spent on RSP to ensure that the outcomes commensurate to the effort.

5) Outcomes

This action research project shifted from an English grammar and vocabulary focus to a spoken production focus based on student feedback from the stage one cohort. Moreover, the authors agreed that speaking activities are more appropriate to an English conversation course.

5A) Self-Reported Confidence and Motivation

At the end of the semester, students took a survey to rate their self-perceived confidence and motivation. The survey was administered after the final speaking exam, so their performance on the test was clear in their minds. The confidence portion of the survey was separate from the motivation portion. Therefore, once completed, students could not return to modify answers if they were to feel it necessary to try to make the two values equal. Nevertheless, the student self-reported confidence and motivation were similar—12 students had the same motivation and confidence score. The correlation coefficient between the two is $r=.073$, meaning that there is a strong positive correlation in so far as students self-reporting. The scatter chart in Figure 1 shows the relationship between student self-reported motivation and confidence in relation to their TOEIC scores. The only slight trend is that as student TOEIC scores increase, students appear to have a slightly more correlated notion of their perceived confidence and motivation. The authors thought that there may be some correlation between the students' English ability and their confidence or their motivation. Although not a perfect measure of ability, the authors used the students' TOEIC scores as the ability standard. However, confidence is only $r=.34$, which represents a rather weak correlation. Worse still is motivation with a score of $r=.16$, indicating little evidence of any correlation. Thus, as indicated in section 3C) Confidence and Motivation, the authors wish to pursue better methods of measuring confidence and motivation. Nevertheless, the authors did find one indicator that students with a higher TOEIC score tended to be more motivated to study English. The students with the top 15 scores completed all of the RSP Unit 3 homework, at the end of the term, however, from the lowest 6 scorers, only one followed through. This could be an indication of amotivation as mentioned in section 3C. Perhaps they were harboring self-doubts for, according to Bandura (1993), "When faced with obstacles and failures, people who harbor self-doubts about their capabilities slacken their efforts or give up quickly" (p. 131). The questionnaire data is listed in Figures 2 and 3.

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Figure 1 Student Self-reported Motivation and Confidence in relation to TOEIC Score

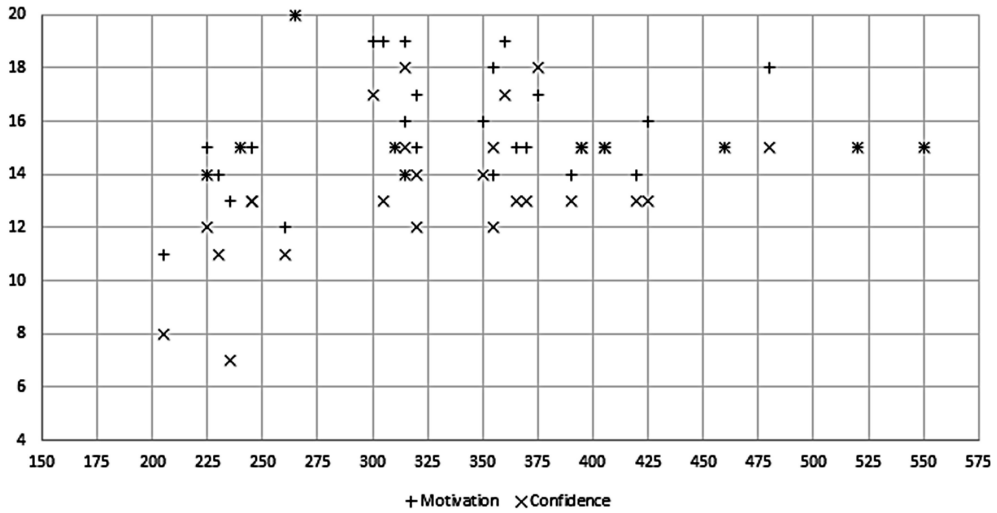


Figure 2 Questions related to Confidence

1) Indicate how RSP speech work influenced your confidence to speak English.				
It had a strong negative effect on my confidence	3			
It had a somewhat negative effect on my confidence		13		
It had a somewhat positive effect on my confidence			17	
It had a strong positive effect on my confidence				4
2) Indicate how RSP pair work influenced your confidence to speak English.				
It had a strong negative effect on my confidence	1			
It had a somewhat negative effect on my confidence		10		
It had a somewhat positive effect on my confidence			23	
It had a strong positive effect on my confidence				3
3) Indicate how RSP teacher feedback influenced your confidence to speak English.				
It had a strong negative effect on my confidence	1			
It had a somewhat negative effect on my confidence		3		
It had a somewhat positive effect on my confidence			28	
It had a strong positive effect on my confidence				5
Indicate how RSP student feedback influenced your confidence to speak English.				
It had a strong negative effect on my confidence	0			
It had a somewhat negative effect on my confidence		8		
It had a somewhat positive effect on my confidence			26	
It had a strong positive effect on my confidence				3

Indicate how RSP influenced your confidence for taking the final speaking exam.				
It had a strong negative effect on my confidence	2			
It had a somewhat negative effect on my confidence		7		
It had a somewhat positive effect on my confidence			24	
It had a strong positive effect on my confidence				4
Percentages per column	4%	22%	64%	10%

According to the data, nearly 75% of the students felt that the RSP had a positive effect on their confidence. Comments such as, “Since I could not say it in English at the beginning I became more confident by becoming able to say it,” and “I gained confidence as I gave the speech” indicate that the continued practice of curriculum-based speaking prompts can positively influence students’ confidence in speaking English.

For the 4% that experienced a strong negative effect on their confidence the comments written were mainly the students’ dissatisfaction with their own ability and how it was detrimental to their partner during pair work, as quoted in section 5B) Perception of Pair Work. One other student mentioned her inability to express herself, “I knew the content for each speaking topic, but I just could not find the words.”

Figure 3 *Questions related to Motivation*

Indicate how RSP speech work influenced your motivation to study English.				
It had a strong negative effect on my motivation	0			
It had a somewhat negative effect on my motivation		2		
It had a somewhat positive effect on my motivation			26	
It had a strong positive effect on my motivation				9
Indicate how RSP pair work influenced your motivation to study English.				
It had a strong negative effect on my motivation	0			
It had a somewhat negative effect on my motivation		4		
It had a somewhat positive effect on my motivation			26	
It had a strong positive effect on my motivation				7
Indicate how RSP teacher feedback influenced your motivation to study English.				
It had a strong negative effect on my motivation	1			
It had a somewhat negative effect on my motivation		2		
It had a somewhat positive effect on my motivation			27	
It had a strong positive effect on my motivation				7

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Indicate how RSP student feedback influenced your motivation to study English.				
It had a strong negative effect on my motivation	0			
It had a somewhat negative effect on my motivation		3		
It had a somewhat positive effect on my motivation			30	
It had a strong positive effect on my motivation				4
Indicate how RSP influenced your motivation to study for taking the final speaking exam.				
It had a strong negative effect on my motivation	0			
It had a somewhat negative effect on my motivation		3		
It had a somewhat positive effect on my motivation			26	
It had a strong positive effect on my motivation				8
Percentages per column	.5%	7.5%	73%	19%

According to the data, 82% of the students felt that the RSP had a positive effect on their motivation. Only 1 student indicated strong dissatisfaction on the survey, specifically on the teacher feedback influence of her motivation, however, her comment, “I thought that I should have learned more English” was too vague to guide the authors in creating changes in the study, or the feedback format.

5B) Perception of Pair Work

Confidence on RSP pair work was positive when students already had some degree of confidence before starting. However, several who did not have confidence were negatively affected by pair work. This was made clear by the following comments: “I was worried that my lack of ability would bring down my partner.” And, “I was nervous and because of my lack of English ability, I felt sorry for the other student.” Therefore, though lauded as good for students of all levels, it appears that pair work can backfire if a student of lower ability is conscious of a great difference between herself and her partner. Along a similar line, one student indicated distress at having been a nuisance to her partner, but also stated, “I want to do better next semester,” thus showing such pair work may be a motivating endeavor. Moreover, on two questions related to motivation, the same student wrote, “I must work harder next semester,” after indicating that the RSP “had a somewhat positive effect on my motivation.” This indicates that her lack of confidence had actually been a source of motivation. Fortunately, overall, the students also tended to appreciate the pair work as part of the RSP. During focus groups conducted at the end of the term, members in eight out of the nine groups mentioned the pair work, specifically citing that it was “more fun than solo practice,” and that they could also get to know their classmates better. Some students liked that their RSP partner was a similar ability level and so they could relax, as opposed to speaking with their teacher or another native English speaker. Although the pair work was viewed positively by the majority of students, a few voiced their dissatisfaction with the varying ability levels, specifically referencing their own lack of ability. In comments from the

focus group and survey some students regretted that their own perceived low English-speaking ability weighed the conversation down. Addressing this is a concern for future stages of this study.

5C) Feedback Checkboxes

As mentioned 4E) Teacher Feedback and Corrections, the authors added feedback checkboxes with simple English to the teacher feedback form to provide wording for students to use when writing their self-reflections. It was assumed that when given the choice of (1) copying the wording from the feedback checkbox easy-to-understand English, (2) copying the wording from the teacher's feedback, or (3) writing original wording to write the self-reflections, that the lower level students would rely on the feedback checkbox option more than the students of higher ability. However, it was found that from the 36 students, among the 18 highest-TOEIC-score students, 14 used feedback checkbox wording, 2 used teacher feedback wording and 2 used their own wording; while among the 18 lowest-TOEIC-score students 10 used feedback checkbox wording, 4 used teacher feedback wording and 4 used their own wording. In fact, the 4 students using their own wording were grouped in the 8 students with the lowest TOEIC scores. As was mentioned in 4H) Last Recording and Writing such statements were generally grammatically inaccurate, but the authors did not provide corrective feedback on such reflections. Notably, a TOEIC score in the low to mid 500's is not a high fluency level. However, the fact that this cohort's top performers did not bother to reflect using the detailed teacher feedback or their own words calls into question how well these students engaged in self-reflection. Therefore, to prompt closer reading of the teacher feedback, the authors will eliminate the checkboxes in the future stages of this project.

5D) Focus Groups

The authors found that overall there were not vast improvements made within the grammar and pronunciation/ intonation portions of the rubric because each criteria of the rubric had only a four-point scale. Students usually improved in one or two of the criteria, however, the total rubric score could not appropriately reflect a big change. The authors thought that this may have a negative effect on student confidence. Therefore, to ascertain student perceptions, focus groups were conducted. The following set of questions were discussed:

- 1) What do you like about Recorded Speaking Practice?
- 2) What do you dislike about Recorded Speaking Practice?
- 3) What do you find helpful about Recorded Speaking Practice?
- 4) What do you find challenging or difficult about Recorded Speaking Practice?
- 5) What do you find the least helpful about Recorded Speaking Practice?
- 6) How do you feel about your teacher's feedback?
- 7) How could the teacher's feedback be more useful?

Though several reiterated their distress as noted in the latter portion of 5A) Self-Reported Confidence and Motivation, overall, students enjoyed the pair work most. Therefore, the decision to add pair work into this stage of the RSP appears prudent. The most often mention point of

difficulty was with technology. The other notable results from these focus groups have been added to the appropriate sections of this paper.

Discussion

Not all students are created equal when it comes to English ability. Moreover, students of the same ability do not have the same view of their confidence or motivation. Our data proves this as seen in the outcomes section. Bandura points out that their confidence (i.e. perceived self-efficacy) may contribute to better performance. “Children with the same level of cognitive skill development differ in their intellectual performance depending on the strength of their perceived self-efficacy” (Bandura, 1993, p. 136). Accordingly, the authors plan to continue to monitor a selection of students to see if those with high self-reported confidence and/or motivation do indeed come to perform better. One quick snapshot of this will take place in January 2019, when the entire stage two cohort is required to sit the TOEIC test for reading and listening.

Technology should also be mentioned, as much of the process of recording and sharing data was done over IOS devices and apps. Because this project was the first time for students to use such technology, each cohort needed initial training, and some individuals required multiple follow-up sessions. Updates to the apps also created issues at times and made the process more stressful than it should have been. Therefore, it is recommended to allow ample time for technical training both initially as well as sporadically throughout the project to address any technical hardships students might face. However, the merits, such as quick and easy sharing of various forms of data-written, spoken and photographic, overshadow the difficulties. Additionally, the teacher feedback can also be more interactive with voice-tags giving students instant access to examples of native-English pronunciation recorded by the authors.

Future Actions and Modifications

The authors feel they have learned much from the first two stages of this study. Additionally, the student outcome and reactions are overall positive. However, the bulk of research time has, to date, been spent more on material creation and teaching than on formulating a method of verifying hypotheses related to confidence and motivation, beyond students' self-reported data. Therefore, having strong materials, and methods in place, the next stage will focus on hypotheses and survey methods. Several of the articles reviewed have given hints of a direction such as the Academic Motivation Scale created by Vallerand et. al. (1992).

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—平成30年 8 月20日 受理—

Appendix

RSP Rubric

Rating

First: _____ words				Last: _____ words			
Introduction / Conclusion							
First	Saying an introduction and conclusion			Only saying an introduction or conclusion		Not saying an introduction or conclusion	
Last	Saying an introduction and conclusion			Only saying an introduction or conclusion		Not saying introduction or conclusion	
Topics							
First	Saying 6	Saying 5	Saying 4	Saying 3	Saying 2	Saying 1	Saying 0
Last	Saying 6	Saying 5	Saying 4	Saying 3	Saying 2	Saying 1	Saying 0
Details							
First	Saying 6 good details	Saying 5 good details	Saying 4 good details	Saying 3 good details	Saying 2 good details	Saying 1 good detail	Saying 0 good details
Last	Saying 6 good details	Saying 5 good details	Saying 4 good details	Saying 3 good details	Saying 2 good details	Saying 1 good detail	Saying 0 good details
Grammar							
First	Having all correct grammar		Having mostly correct grammar		Having some correct grammar		Having a few correct grammar
Last	Having all correct grammar		Having mostly correct grammar		Having some correct grammar		Having a few correct grammar
Pronunciation / Intonation							
First	Having all clear pronunciation		Having mostly clear pronunciation		Having some clear pronunciation		Having little clear pronunciation
Last	Having all clear pronunciation		Having mostly clear pronunciation		Having some clear pronunciation		Having little clear pronunciation
Comments:							

RSP Question Prompts (Unit 1 and Unit 3)

Unit 1: Introduction Unit

Introduce yourself!

What is your name?

Where are you from?

What are your hobbies?

Where did you go to high school?

Which school subject do you like?

Which school subject do you dislike?

Unit 3: My Home Unit

Talk about where you live!

Talk about your room.

Talk about a different room in your home.

Talk about your favorite place near your home.

Talk about where you want to live in the future.

Talk about something famous in your hometown.

Recommend something to do in your hometown.

RSP Teachers Feedback Sheet

:-)

:-(

You did this well:


You can improve:

- Saying many words
- Saying all the topics
- Saying many details
- Saying an introduction
- Saying a conclusion
- Having correct grammar
- Having clear pronunciation / intonation

- Saying many words
- Saying all the topics
- Saying many details
- Saying an introduction
- Saying a conclusion
- Having correct grammar
- Having clear pronunciation / intonation




Word Count	
Introduction / Conclusion	
Topics	
Details	
Grammar	
Pronunciation / Intonation	

First Student Reflection

	<p>My teacher said I did this well:</p> <hr/> <p>I did this well:</p>		
	<p>My teacher said I can improve...</p> <hr/> <p>I can improve...</p>		
<p>My Goal</p>			
<p>My Practice</p>	<p>I will practice...</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Saying many words <input type="checkbox"/> Saying all the topics <input type="checkbox"/> Saying many details <input type="checkbox"/> Other: </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Saying an introduction <input type="checkbox"/> Saying a conclusion <input type="checkbox"/> Having correct grammar <input type="checkbox"/> Having clear pronunciation / intonation </td> </tr> </table>	<input type="checkbox"/> Saying many words <input type="checkbox"/> Saying all the topics <input type="checkbox"/> Saying many details <input type="checkbox"/> Other:	<input type="checkbox"/> Saying an introduction <input type="checkbox"/> Saying a conclusion <input type="checkbox"/> Having correct grammar <input type="checkbox"/> Having clear pronunciation / intonation
<input type="checkbox"/> Saying many words <input type="checkbox"/> Saying all the topics <input type="checkbox"/> Saying many details <input type="checkbox"/> Other:	<input type="checkbox"/> Saying an introduction <input type="checkbox"/> Saying a conclusion <input type="checkbox"/> Having correct grammar <input type="checkbox"/> Having clear pronunciation / intonation		

RSP Pair Work Sheet

Student Practice 1

Student A: _____		Student B: _____	
Feedback / Reflection			
	I did this well:		
	My partner did this well:		
	I can improve...		
	My partner can improve...		
	I will practice...		